

CWIQ GUIDELINES FOR A TRAINING PROGRAM

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INTRODUCTION

This manual provides the general guidelines for organizing and running the training for interviewer and supervisor. It will help CWIQ senior staff train field staff on the basis of the Interviewer and the Supervisor Manuals. Training will be built around these two manuals.

Field staff training must be considered the *main* stone for building good quality data through a survey. Field staff must be fully aware of the importance and the seriousness of the work they are responsible for. Their position in the chain of data production, their role in the quality of the final outputs as well as the destination of these outputs have to be clearly explained to them to lift up their sense of responsibility and dedication.

Simple but very important techniques as simple as clean and readable printing, following written instructions, introducing oneself to the head of the household as well as techniques to conduct an interview will be taught and demonstrate during the course. Practice exercises such as mock interviews in the training facility and real field interviews will be organized to help enhance interviewing techniques.

The program also includes tests to support the selection of field staff and to monitor their progress through the training session. They provide the necessary transparency for the selection process and help identify areas to put emphasis on in order to address specific issues the candidates may have difficulties dealing with.

This manual addresses mostly the survey management and the trainers. It can be used as the basis for the training of the trainers.

I. RECRUITING STAFF FOR FIELDWORK

The success of any survey depends on the ability of its field staff. The CWIQ Field personnel is organized in teams of three or four interviewers under the leadership of a field supervisor. When permanent field personnel are not available the survey management will have to hire new staff. This is usually done through media support such as advertisements in the newspapers the radio and the television. Candidates will be invited to drop applications at the Survey management headquarters and will be invited for an interview. There are several stages in the primary process. Survey management team will first review the applications to eliminate candidates who do not fit the required qualification. Those who do fit these qualifications will be called for an interview after which the list of selected candidates for training will be publicized. A number of characteristics should preside the selection of candidates.

Characteristics and requirements for field staff selection

Determine a selected set of characteristics that the field staff should have in order to be considered and selected. Since these characteristics will preclude the selection of candidates they will be included in the advertisements and checked upon during verification of applications and interviews.

Sex

To determine the sex of the candidates for fieldwork, some considerations should be taken into account. Implementing CWIQ does not require that the staff belong to any specific sex. However, depending on a country cultural tradition, depending on the difficulties of transportation and lodging in the rural areas, the candidates' sex could be considered. For transparency purpose, it is preferable that female senior staff interview female candidates or that a female senior staff is present during the interviews. In general, it is best that a group of two or three senior staff carries out the interviews to ensure fairness and transparency.

Language abilities

Field staff may need to speak several languages depending on the region. It is difficult to translate the CWIQ questionnaire in several vernacular languages; therefore interviewers and supervisors will be recruited on their ability to speak the main vernacular languages spoken in the regions. Proficiency in these languages should be tested while interviewing the candidates. Using interpreters should be the last resort.

Knowing the geographical distribution of the sample before hand will help determine the choice of languages necessary for optimizing direct interviewing.

Avoid hiring mostly urban candidates, by opening candidatures to the whole country and providing sufficient time for regional candidates to apply.

Level of Education

Although the country can determine the minimum level of education require to apply candidacy, it is recommended to allow basic high school educated candidates to apply. The necessary educational requirement is that the candidate can read and write fluently and make accurate basic calculations.

Highly educated candidates can become difficult to handle in the field. Although they would easily understand all the survey is about, they are also known for taking unwanted initiatives, for being difficult with supervisors in particular those who may have a lower educational background.

Survey Experience

Previous survey experience is recommended for the supervisors even though new supervisors can also be recruited. However, in case most supervisors are to be recruited without any previous survey experience, they may require longer training for supervision. In this case also, they should be selected among the best candidates after the interviewers training.

Determining the Number of Field Staff to Recruit

The number of candidates for training is determined by the number of field staff to be selected at the end of the training session. The survey management team will determine the number of staff needed for the fieldwork based on the following:

The sample is the first element to determine the number of staff needed to carry out the survey. The pilot survey provides the average time for carrying out an interview. Based on this number it will be determined how many interviews an interviewer can carry out in a day. In addition time has to be provided for getting to the sample areas and locate the households.

Once selected the core number of interviewers necessary for the fieldwork, it is recommended to select also an additional group of interviewers for replacements. For personal reasons as well as quality of work, it could happen that some workers drop out before the end of the fieldwork. In general, most dropouts occur at the beginning of the fieldwork, usually when the people discover that this work does not fulfill their expectations. The replacement interviewers will then take their place in the team they

left or the survey management team will shift interviewers among the teams which ever will be more convenient. The replacement team has to be planed in the estimated number of staff for recruitment. Depending on the country, 10 to 20 percent of the interviewers can be kept at HQ for replacement. They can be used for editing work, or other activities relevant to the survey while waiting for a probable field assignment.

Recruiting Candidates for Interviewer training

Recruitment of interviewers has to be carefully planned and prepared sufficiently in advance to avoid rushing into selection, cutting of procedures and accepting all candidates showing up for training. A sound and transparent process is a shield for undue influence on recruitment and assurance for getting the best possible staff in the field.

The survey management will choose a team of experienced permanent staff to organize training and participate in the recruitment process. The number of staff to be responsible for recruitment and training depends on how many candidates management aims for recruiting and training. It also depends on the available infrastructure. Training can be held in plenary sessions for all candidates or in groups. A good balance between experienced field staff, supervisors and new trainees should lead the composition of the groups. As a minimum, two trainers have to be responsible for each training session. The timing for recruiting candidates has to be carefully planned with these staff other assignments and duties.

Timing should also allow sufficient time for advertising in the newspapers and the radio. A presentation will be organized at the television to introduce the survey, its objectives, and timetable recommending the population to welcome the interviewers and to collaborate. According to the time this TV presentation will be programmed or if there are several of these presentations programmed, it could also include a call for candidatures for interviewers. Advertisements must be clear on calling for candidatures from the different regions of the country to cover as much as possible the spoken languages as well as people with good knowledge of the regions.

Local offices of the implementing agency would be used to channel and screen candidatures. Local senior staff could perform interviews in these offices. It is the best way to hire people with local language skills.

Once the criteria for screening the application are set up, the survey team will prepare simple written tests in the form of questionnaires to be filled out by the candidates. These exercises will allow to assess the candidate skills for: i) calculation, the test will include some basic arithmetic exercises (summation, subtraction) as well as calculate someone's age from a birth date; ii) verbal skills, through reading out loud to the interviewer a set of questions testing clarity of speech and; iii) reporting and comprehension skills by writing down the answers according to the instructions on the form. Each test will be graded on the basis of a scale determined for the test.

It is very important that the interviewer writes clearly and is able to follow instructions for formatting his/her printing style. This will limit the possibilities of errors in reporting information in the questionnaire and for avoiding mistakes when processing the questionnaires. It is also important that he/she is able to speak in a clear voice to make sure that the respondents will clearly hear his questions and understand them.

The candidate's appearance and outfit is part of the evaluation. In addition to the previous requirement, it is also important that an interviewer appearance is neutral or acceptable to the communities who will welcome him/her. He/ she has to entice the respondent's confidence and develop a favorable climate for getting the information the survey seeks. During the training these skills will be further investigated and evaluated for final selection.

Finally, the staff interviewing the candidates will also evaluate their behavior for factors like openness, curiosity, interest for people, team or leadership spirit, maturity, responsibility and discipline. This can be given up by questioning on responsibilities at home like caring for their own children or siblings; community activities; sports; working experience, etc,

In addition, written or verbal questioning during the interview will cover the following elements:

- Any educational or professional background that is required or could be useful
- Language ability will be tested through short conversations in the different languages
- Availability of candidates for the entire period of the field work including possible delays, or editing time after the fieldwork operation
- Physical conditions to be able to follow the variability and constraints of interviews schedule in the field
- Home responsibility for female candidates in particular, if necessary family authorization
- Willingness to accept to work in rural areas or other cities away from home for an extended period of time

II. TRAINING ADMINISTRATION AND LOGISTICS

SELECTING AND TRAINING THE TRAINERS

NSO must prepare carefully the staff who will be in charge of conducting the training of the interviewers and the supervisors. In general, the profile of these trainers will answer to the following criteria and elements.

- Trainers should be chosen among senior staff who will be responsible for supervising the whole operation. Preferably, the survey management will choose statisticians or other senior staffs that will easily understand the CWIQ method and will be willing to work in its framework. It will be also preferable that they already have some exposure to survey implementation. However young staff can also be given this responsibility, providing that they receive appropriate training before hand.
- It will be preferable also that they participate to the CWIQ pilot operation, since there will not be a better way to familiarize them with this survey method.
- Their number will be based on the number of candidates for training and the number of rooms in which the training sessions will be held. There should be at least two trainers in the room at each session and for the whole duration of the session. They will alternate their intervention but this allows to monitoring the uniformity of the instruction. The number of trainers should also provide for replacement in case one of the trainers may have an attendance problem. All trainers at all time should attend the training.
- The trainers should be assisted for administrative and logistical matters by other staffs in order to concentrate solely on the training courses.
- Trainers should also be chosen on the basis of their ability to communicate with younger staff and should be articulate. A good presentation would entice trust and will place the trainer as a raw model for the candidates. Dynamism and enthusiasm are also determinant qualities for a good trainer. A good awareness or feel for a class ambiance, ability to listen and to observe would constitute other valuable assets for a good trainer.
- Trainers should be prepared to participate in the supervision of the fieldwork, data processing and the analysis as well. Being involved in all the survey process will better motivate the interest of the senior staff. They will feel more responsible for obtaining the best quality results. In addition when analyzing the results having done the

training and supervise the fieldwork will give them an advantage to understand and interpret the results.

Training for the trainers will take place a few days before the main training. The objective of the training will be to familiarize them with the final version of the questionnaire and the corresponding manual and to prepare the training session by session. It will be necessary that the training contain the following elements.

- The final version of the questionnaire will be the basis for the training. One of the first activities of the training will be to have the trainers review the questionnaire, checking for last minutes mistakes and corrections. It is important that the questionnaire given to the interviewer is ready for the fieldwork. This, because last minutes changes in this document will also require modifications of the manual and the production of additional instructions that the interviewers may have difficulty relying to.
- A final version of the manual adapted to the final questionnaire, for the same reason. As much as possible, instructions given to the interviewers should be effective at once. Avoid changing instructions since it may give to the interviewer the wrong impression that instructions are adjustable or flexible.
- A training program to be discussed session by session to prepare the trainers and familiarize them with the material needed for each session, the parts they will have to insist on, the method that will be used for testing the candidates, and the mock interviews.
- The control sheets and all other forms to be used for monitoring the fieldwork should also be available for this training, since the trainers will have to instruct the interviewers how to fill them.
- The measurement board and the scale for the anthropometrical measurements should also be available for the trainers to be trained in teaching how to take these measurements. In some country, health agents could be used for this training, however, in case none would be available, the trainers will have to be trained in doing these operations.

Training will take place during two or three formal days. However, it will be enhanced by the participation of the trainers in the last activities to prepare the main trainings. It will be held in a room with a black board or equipped with a writing board. Adequate writing supplies will be made available for the duration of the training.

A local senior staff, with a thorough experience in survey implementation and in the CWIQ, will carry out this training. Since it is the country first experiment in this survey, the project will provide for a foreign expert. This expert will train the trainers and assist

the main training. However, this expert will not intervene during these sessions. Having the NSO staff do the training also sets their authority over the field staff. Evaluation and recommendations will be made after the current sessions or when preparing for the next day sessions.

The training program will include the following items and activities.

- Review and discussion of the questionnaire and the interviewer instruction manual.
- Review and discussion of the supervisor manual.
- Organization of the interviewers and the supervisors' trainings and review of the training program. The organization of each session will be reviewed and discussed with the trainers to identify their role during these sessions and the equipment and material needed. The training leader will encourage trainers to ask questions and will make sure that all staff is fully aware of his/her role and responsibilities and how best to carry them.
- The leader will evaluate the abilities of the trainers in order to advise on the responsibilities they will take over during the main training.
- Based on these two last points: organization of the training program and evaluation of the trainers, trainers will be assigned their sessions and responsibilities through out both interviewer and supervisor's training.
- Preparation of the test material and contents. The trainers will participate in the preparation of the test forms and the instructions for the corrections and grading. They will be made aware of their responsibility concerning the confidentiality of these exercises.
- Training in the use of equipment. The trainers will be trained in using all the survey equipment in order to be able to answer to any issue related to their use. This will include a demonstration on the use of the scanner and measuring equipment.
- Training for grading the interviewers. The trainers will receive advises on how to observe and evaluate the interviewers during all sessions including mock interviews and field exercises.

TRAINING OF INTERVIEWERS

DURATION

If NSO has a staff of permanent field workers or that most interviewers were hired at the end of another survey, training this personnel for a week by showing them mostly why the CWIQ method differs from other types of survey will be sufficient.

In case new and inexperienced staffs are hired a two-week training period minimum is a requirement. Their training should not be rushed. In particular, before sending new interviewers in the field they should have been sufficiently trained in the interview process and start being comfortable with the questionnaire. In addition, at the end of the first two-week training, the survey management should evaluate if the interviewers are familiar enough with both the questionnaire and the interviewing techniques. If not, they should organize and provide time for a complementary week of field practice. If done differently, the first 3 to 4 weeks of fieldwork will be mostly for the interviewers to improve their knowledge and practice with the general consequence of a poor quality of the first month results.

In addition, One or two days should be used to familiarize the trainees with the translation of some key concepts and specific words in the different languages. The trainers will gather the trainees in small groups of each of the main vernacular languages and instruct them of the best wording and vocabulary to translate the questionnaire.

TIME SCHEDULE

It is not advisable to start training too early in the morning but at a time that will allow most candidates to be on time. Punctuality is among the quality the trainers will seek in the candidates and enforce for themselves and for the interviewers to practice. In the field, they will have to be punctual with the families they will make appointment with for the interviews as proof of respect and as a first step to establish trust.

In general training will be scheduled for no more than 6 hours a day with 15 to 20 minutes breaks in the morning session and the afternoon session. Active sessions such as mock interviews and field exercises can take longer because the class attention is easier to maintain, which is not the case for reading questionnaire and manual sessions.

Daily sessions, again to the exception of field practice exercises, should also end at a time that will allow the trainers to meet to discuss the current day session, to review material for the next day and to prepare and correct tests and exercises when necessary.

TRAINING LOCATION

Training location will abide for some conditions. The place where to training will take place should provide sufficient space, light and comfort to the candidates. Amphitheaters are not recommended for a survey like the CWIQ since direct contact between the candidates and the trainers could be hampered by too much space. Smaller rooms

equipped with large blackboard like classrooms are more adequate. However, candidates should be comfortably seated in front of a table.

Table size should also allow comfort for the shading exercises and filling the questionnaire since the candidates will first have to learn to write precisely no matter what conditions they will face in the field. It will be preferable to have all candidates in one room. However, depending on the number of candidates, the availability of trainers and the number of rooms affordable, the management can decide to reduce the size of the classes. Then again, more than two main groups are not advisable, since it increases the risk for differences in the training. Classes can be broken in smaller groups for mock interviews, tests or specific sessions like the demonstration of data processing or children measuring exercises. In this case, additional rooms may be needed in the same premises.

TRAINING MATERIALS

For teaching

- Black board and chalk (colored and white)
- Poster Boards & sheets of paper if no black board available & large marking pens (1/room)
- Overhead Projectors (as many as rooms) & screen & transparencies of each page of the questionnaire & Colored transparency pens
- Copies of all control forms
- Sample maps & household listing forms
- Training Progress Sheet

For Supervisor's training

- Supervisor's manual
- Field Editing instructions
- Field check tables
- Red ball pens

For Interviewer's training

- Interviewer's manual
- Questionnaire
- Questionnaire sheets and sections for exercises
- Paper pencils
- Vaccination cards samples
- Work allocation sheets

For Fieldwork

- Briefcases
- Clipboards
- Measuring Board

- Scales
- Control sheets forms

TRAINING PROGRAM COURSE

Identification of Trainees

All through the training course, trainers should be able to identify each trainee. For this purpose, the first day, trainers will allocate a number to each trainee. This number can simply be the line number in the list of trainees used to verify their presence. It will be used on the test sheets to identify each trainee. Trainers will give indication where to report it since sometimes it could be the household number or the cluster number or the interviewer number, depending on what part of the questionnaire will be studied.

Rules for Attendance

Presence should be checked at the beginning of the morning and afternoon sessions. If a trainee misses more than two days of training he/she must be released from the rest of the training. This is also why, it will be necessary to give all the information on the rules for the training course attendance, during the introduction: the time all trainees are expected to come and leave the training classroom; the duration of the training course; the rules for absence and the sanctions.

Developing Team Spirit and awareness of Interviewer's Role

Trainers will encourage trainees to develop a good communication environment by learning to know each other and by teaching them a few ropes in communications skills.

Through out the training course they will insist on the importance of the role of the interviewer for the communities selected in the sample, for the Government and for the country as a whole.

They will also:

- Stress the need and the use of the survey results to create awareness of the importance of the survey.
- Encourage the trainees to speak and read loud to gain confidence in front of strangers.
- Encourage them to ask questions and always answer without being defensive; teach them how to answer to difficult questions and attitude so they can also be confident when respondents will ask questions in the field.

- Constantly emphasize the need for each interviewer to be a playing mate in the survey team. The work will be very difficult and greatly suffer if the agent will not function as a team member. Stress the importance for each interviewer to respect and follow the instructions of the supervisor; to respect the material and equipment allocated to the team for the work; to behave in appropriate manners in all circumstances in the communities not to jeopardize the teamwork and the results of the survey.
- Establish standards of behavioral rules within the communities:
 - respect the customs in a community
 - respect the people in the community and always behave in a way that will never harm the community members
 - behaving respectfully with others will generate respect in return for each member, for the team as a whole and facilitate the work

TRAINING TECHNIQUES

Training techniques are general to all surveys with some specific features for the CWIQ method. They include the execution of reading exercises; demonstration interviews with the trainers; demonstration interviews with real respondents; simulation or mock interviews; practice exercises; scanning and data processing demonstrations and field practice exercises. Trainers will invite trainees to take notes and to report the answers in the questionnaire to help follow the interview.

Trainer's address

Trainers will perform general introductions to each chapter of the manual or section of the questionnaire or theme of the training program. In these they will expose the basic objectives and principles of the methods as well as explain all definitions for the concepts used in the CWIQ.

Reading exercises

The trainees will perform regular reading exercises. These will consist of reading out loud a set of questions before explanation and discussion with the trainer or reading sections of the manuals. Trainers will take notes for each trainee's performance and monitor progress through the training course.

Demonstration interviews.

The trainers execute these exercises in front of the class. Supervisors can help in playing the respondent's roles. These interviews are carried out at the beginning of the course to demonstrate how to execute a good interview. They are also useful to demonstrate instructions for specific situations or to answer to questions asked by the trainees: handling a respondent refusing to be interviewed or being

difficult, getting read of spectators during the interview; filling instructions for specific cases; estimating someone's age, etc.

With real respondent

Trainers will invite individuals to participate in an interview in front of the class. The volunteers could be employees of the implementing agency but who do not know the questionnaire. To avoid embarrassing them, trainers will inform the class and the respondent that the answers do not have to be exactly the truth but should be consistent.

Mock interviews

During this exercise trainees play the roles of the respondent and the interviewer. Trainers will organize these exercises either in small groups of three or four trainees or with two trainees in front of the class. Each time, those watching the play will take notes that will be discussed afterward.

It is recommended that at the end of the training each trainee will have at least participated in two mock interviews as an interviewer. The trainers will take notes for rating progress of the trainees and for correcting errors afterward.

Trainees will be asked to first use their own situation to their discretion for the mock interviews in order to remain consistent. However, the trainers will also prepare guidelines sketches for the interviews in order to cover a maximum of situations.

Practice exercises

These concern mostly hand printing and shading exercises. They will be repeated through the duration of the training course and will be followed up by scanning exercises as possible. After printing and shading a form, the trainer will demonstrate in front of the class how the forms will be processed with the scanner. The result of the exercise will be made available for each agent to see his printing and shading errors. Repeating the exercise two or three times through out the training course, in particular for those who failed the first time, ensure that the interviewer is aware of the need for his printing to be as impeccable as possible.

The later are planned to demonstrate the usefulness of following writing and shading instructions and how errors can be made just with bad printing habits.

When scanning exercises will not be possible (only for a set of exercises and not for each section) trainers will review with the class by shifting sheets between trainees.

These exercises will also include practice with the measuring instruments. Measuring children is not an easy task and require specific instructions. Trainers will organize these exercises with the assistance of health workers who are accustomed to take these measurements.

They will be best organized if each trainee can measure one or two children. During field practices there may not be a sufficient number of children to train the interviewer. Trainers will look into the possibility to organize a practice exercise in a school for example or a kindergarten. To keep the disruption as short as possible, trainers will divide the class into small groups that will visit two or three locations.

Trainers will stress the importance of taking these measurements with utter precision otherwise they will produce bad measures and poor results that will affect analysis.

Field practice exercises

This is the most important aspect of the training course and it should be properly organized and executed. Field practice should be carried out as often as possible during the training course. It could be organized as one-day exercises spread over the training or as a full three to four-day follow-up in the field.

They expose the interviewer to real life situations. They help the interviewer become accustomed to the survey instruments and method. They help the supervisors and trainers identify areas and issues the interviewers have problems dealing with.

Field practices are conducted toward the end of the training course. However, they can also be progressive. A first exercise could cover only a set of sections only in order to concentrate primarily on how the interviewer approaches the households and introduce him/herself.

Areas where field practices are conducted should not be included in the main survey sample. They will include both rural and urban areas. The trainers will organize the trainees in teams distributed in no more than two or three areas or in just one rural and one urban one.

The interviewers should not be spread over too large areas to allow supervisors and trainers to visit each trainee. Each trainee should at least practice two interviews during one partial exercise (sections only) and at least one interview during a full exercise (whole questionnaire). The work will be allocated following the instructions for the main survey. These exercises train the interviewer not only in the application of the questionnaire, but in locating the households and in being instructed by the supervisor. It also provides practice for the supervisors.

After each practice the trainers will organize feedback sessions in which they will discuss issues with the interviewer and the supervisor, make remarks on their work and listen and answer to their questions.

To escort each interviewer in the household that was assigned to him/her allows spotting the houses in which the interviewers will be working so the supervisor would know where to find them and attend to the interviews.

Preferably, questionnaires will be reviewed twice: the first time, in the field right after the interview to spot at once possible errors and execute the returns if necessary; the second time, in the office before and after scanning.

Manual editing practices

Using the questionnaires produced by the field practice trainers will teach manual editing principles to the interviewers and the supervisors. However, through the duration of the training most exercise discussions will include showing editing rules to the trainees. The trainers will help the interviewers develop the habit of checking their questionnaires for mistakes, printing errors, shading errors and consistency within sections and between sections: verification of reference period, age reference group, sex reference group, skips and filter questions. Interviewer will be trained for editing also by verifying questionnaires filled out by their fellow trainees.

Training Agenda

The training agenda for the CWIQ is in Annex 1. It spreads over a period of 12 working days during which the candidates will be trained as interviewers for this survey. The supervisors will then follow a two-day session to complete their training.

During the first week, training will consist in familiarizing the trainees with their role as interviewers and to the questionnaire section by section. Each section of the questionnaire will be the subject of reading sessions, demonstrations and mock interviews. The first field practice exercise will be carried on this week and will cover only part of the questionnaire (could be for example, the first three sections.)

In order to emphasize the importance and the seriousness of the CWIQ, management could organize for a high rank official to attend and do the opening. The governor of the province and the Director of the Department of Household surveys and census will be invited to open the training workshop.

The working days, will be organized around six to eight hours with 15 to 20-minute coffee breaks and half hour lunch breaks. Some sessions like the opening or the main introduction to the CWIQ will be plenary sessions others will be group sessions. In general, morning sessions will be carried out in plenary and cover the basics of the survey, while for afternoon sessions the trainees will be divided into groups for practice and exercises. The groups are composed of trainees of the same regional or language background.

After the opening session, the survey manager will present the working arrangements, the training program and will explain all administrative matters related to the training.

Next session starts by introducing the CWIQ with a brief description of the preparation process that resulted in the current questionnaire and survey design (origin of the method used for the survey, explanation of the acronym CWIQ, pilot survey to test the

questionnaire, etc.) Then it introduces the questionnaire and the manual (brief description of both documents, listing and presentation of the essential of each section and chapter.) The trainer will give a detailed explanation of the CWIQ sample. This will end the general presentation of the CWIQ. This session is organized as a Power Point presentation.

The afternoon session will also be a plenary session since it still covers general information on the survey. This presentation includes a general explanation of the survey procedure and the roles of the survey team members. The role of the interviewer will be the centerpiece of this session, which will end with a demonstration of an interview featuring an introduction to a household. Two trainers will do this demonstration or one trainer with the help of a respondent that could be a volunteer from the staff. They will demonstrate how to start an interview, how to deal with a reluctant or difficult respondent as well with specific examples and how to close an interview. This will be followed by explanations about how to conduct an interview. Trainers will invite the trainees to ask questions and make comments.

Each day starts with a short session for observations and questions, where trainers review all remaining issues of the previous day and invite the trainees to share concerns and questions.

Day 2 will cover the survey technology with explanation of the optic reading methodology and the scanner equipment. Trainers will then use the rest of the day to explain and demonstrate how to print answers in the questionnaire and to shade the bubbles. They will organize a first exercise doing just that. The trainers will scan this exercise, first to demonstrate the process, then to show how the scanner can read the prints and detect errors. Each trainee will receive a score for the scanning exercise and will then be able to see how they need to improve their skills for printing.

With day 3 starts the detailed review and explanation of the questionnaire contents, alternating theoretical exposes of the concepts and objectives of each section by the trainers with reading of the questions and instructions and mock interviews by the trainees.

Readings should be organized in a way that all trainees take turns to read out loud in the classroom. This process allows the trainers to evaluate the trainee elocution and ease to express in public. It allows the trainee to get use to the questions and facilitate the ownership of the instruction manual. As well as for mock interviews, each trainee should be given chances to permute between both roles, interviewer and respondent. Being a respondent help the trainee to understand better the role of the interviewer but also the position and reaction of the respondent in some situations. Processing along these lines also allow monitoring progress through the training. This is why it is particularly important for the trainers to be very attentive to these mock interviews and to take notes and rate the trainee's performance each time.

After the first three or four sections, trainers will organize the first field practice exercise. For a half a day the trainees will be grouped in teams headed by a supervisor. Trainers and supervisors will monitor at least one interview of each trainee in order to rate their performance and take notes they will discuss during the following feedback session with the trainees. In the field practice, the trainees have to be placed in similar conditions and have to follow all procedures, as they will during the main data collection process. It is recommended that they carry at least two interviews during the exercise. The rest of the day, trainers will hold feedback discussion with the trainees.

Another half a day field practice will cover the updating of the households lists for sampling. A feedback session will also be held later on.

One of the field sessions will be devoted to the use of the scale and the measurement board. Precision being the key to anthropometric data, the trainers will carefully plan and execute this session and the following feedback.

Toward the end of the training, a full day field exercise will take place for practicing the whole questionnaire. It is recommended that each trainee does at least one full interview but the target will be to interview two households.

A feed back session for discussion follows each field session during which trainers share their observations with trainees, point out mistakes and make sure that every one understand where and why they fail and keep working at improving their performances.

One session will be devoted to languages and translations. Mostly trainers will gather trainees in small groups based on the main spoken languages and review with them the appropriate translation for the main concepts.

The last day of the training will be devoted to reviewing remaining issues, answering questions from the trainees and explaining how they will be organized in teams and send to their locations. By then interviewers will have been informed of their selection.

Tests and selection

Although trainers will grade and make observations for most of the exercises they will execute one test during the training of the interviewers and at least one test during the training of the supervisors. The objective of the tests is not only to support the selection of the interviewers but also to indicate the best position the trainees qualify for: interviewers, supervisors, editors; or to be kept for replacement.

The tests have to be simple and short to facilitate fast correction and delivery of the results. Each test results have to be presented and discussed the next day.

The selection will be based on the average grade obtained for the tests, the average grade for the exercises and an average mark (from A to F) for the observations through the training.

III. FIELDWORK SUPERVISION

SUPERVISOR TRAINING

In general, supervisors are experienced interviewers. They may also be selected among interviewers who have participated in the pilot survey, or interviewers that have demonstrated good abilities for leadership during the interviewer training.

Supervisors will follow completely the training of the interviewers. Although they may already be trained interviewers they need to receive the same instructions than the interviewers they have to lead and supervise in the field.

In addition, they will receive a two-day training during which their specific tasks will be reviewed: i) listing and drawing the households; ii) organizing the team's work; iii) controlling the interviewers work and; iv) editing the questionnaires in the field.

At least one test will be executed during their training, mostly to test their capacity for editing the questionnaires and drawing the sample. Supervisors have to be instructed to follow as seriously as the interviewers the instructions for the CWIQ procedure.

Field practice will be provided through the interviewers field practice exercises, since they will be allocating households to their team, attending interviews, observing and commenting on the team's work and editing the questionnaires. They will be evaluated on the basis of their performances during the interviewer training and the test. As for the interviewers, the trainers will make regular feed backs on their activities and tests through both training.

The supervisor training will also cover filling up the control forms and keeping reports for the central team.

The supervisors will also help during the interviewer training for the demonstrations and for helping observe the trainees during the exercises.

RULES FOR FIELDWORK SUPERVISION

Supervision of the fieldwork has to be consistent and regular all through the data collection period. It is one of the most important elements of the production of reliable survey results. It is essentially the role of the supervisor. However, senior staff from the central team should regularly assist the supervisors through regular visits in the field, feed backs and dissemination of results. They should also encourage and acknowledge the teams when they have good performances. It helps maintain the good spirit and the desire to keep up the good performances.

Field supervision has to be very regular and particularly close during the first weeks of data collection. During these weeks, interviewers effectively complete the training they received with the assistance of the supervisors. If during this period, supervisors do not

provide the close supervision that will help the interviewers definitively grasp their job, they may never perform correctly. In this event, decent levels of data quality may never be attained.

To be efficient, field supervision should include the following activities. Beforehand, regularity is the key to a successful supervision.

Integrity and discipline

In general, integrity and honesty are indispensable in this line of work. In particular when survey teams are responsible for drawing the sample, it is imperative that the supervisors and the interviewers doing the listing execute the related tasks with integrity and discipline. In other words they cannot temper with the listing in order to ease the subsequent interviews.

First weeks follow-up

As already mentioned above, senior staff and supervisor should concentrate control during the first weeks of fieldwork to detect areas of shadow remaining after training, instructions that may need to be modified once confronted to the reality of the fieldwork or persistent erroneous behaviors. If too many of those occur, the need to resume training can be considered. In a simpler way, decisions taken to modify instructions have to be quickly disseminated to all teams. When a survey last several months in the field, keeping a short newsletter between the teams could be a stimulating way to ensure this dissemination.

Attending interviews

In general, on a regular basis, supervisors and senior staff visiting teams in the field should attend interviews. This is particularly required during the first fieldwork days. It is the best way to ensure that the interviewer does the work correctly and to give direct feed backs right after the interviews.

Regular meetings

For the same reasons than attending interviews, the supervisor and the senior staff, should hold a meeting every day with the interviewers. During this time, all issues occurring in the team can be discussed, mostly sharing observations made during the interview attendance and the editing of the questionnaires. Interviewers have to be invited to share with the team problems they encounter during the interviews, or to locate households or any other

issues they had to face. If the supervisor does not know how to address these problems, he/she will notify the CWIQ management and seek for advice.

Editing questionnaires

This is the most important task of the supervisor. It is recommended that first, the interviewer revises all questionnaires, if possible after the interview or at the end of the day. Second, the supervisor should perform a verification of each questionnaire. If done daily, it is not a difficult task to carry on. Afterward the supervisor will discuss the errors with the interviewer and request immediate correction and if necessary a return to the household for verification. When the same errors are made by more than one interviewer the supervisor should in addition raise the issue during the daily meetings with the team.

Re-visiting households

The interviewer may have to come back to some households to correct errors in the questionnaire. The supervisor when he will verify the questionnaire will decide if the interviewer should go back to visit the household, depending on the type of corrections needed.

Re-interviewing

This task consists in the supervisor making a new interview in a small sample of households already interviewed, at least one by cluster. Since it is planned to stay only three days in average in a sample area, the supervisor will do the re-interview for a different interviewer in each cluster. All discrepancies between the supervisor's questionnaire and the interviewer's questionnaire will be discussed with the interviewer. This is particularly necessary during the first week. However, the supervisor should keep doing it to maintain the interviewers alert since this process ensures that the interviewers are effectively interviewing the households assigned. At time, instead of doing a full re-interview, the supervisor can review the filled questionnaire with the household. He/she can also visit the households in the cluster only to make sure that the interviewer came to interview them.

As a rule, all these tasks have to be performed before the team leaves a cluster or a locality. All verifications and errors have to be made soon after the interview and all questionnaires complete and sound before moving to a new area. It is required that they be performed at all time until fieldwork is complete.

EXECUTING THE SAMPLE AND SELECTING THE HOUSEHOLDS

Listing - Upon arrival in a sample area, the supervisor will organize the team for the listing operation. First, the physical boundaries of the area will be identified. Second, all households within these boundaries will be listed. NSO has produced a special manual to support this training.

Updating maps: Primary Sample Units (PSU) (composed of two or three Census enumeration areas, EA) have been selected randomly from NSO's Master Sample. Maps of each of these EAs will be handed to each team. Primarily, the supervisor will organize the team to verify the boundaries of the EA. If any significant modifications of these boundaries are noticed, the supervisor will note them on the map. Instructions for this will be given during the supervisor training by staff from the NSO Mapping department. If any new habitations are noticed, they will be added to the map following instruction for reproducing location on a map. In case of the contrary, habitations that would have disappeared, they will be canceled from the map. There are specific instructions for reporting these events on a map. The supervisor will modify the map accordingly.

Updating the household lists: once the EA s boundaries and housing modifications reported on the map, the supervisor will dispatch the team in a systematic way to attribute numbers to each housing unit and to list the name of the households living in each housing unit. Definitions of housing unit and households will be also given during the training for listing. Households will be defined as they were for the census, not as they are for the CWIQ. In general, the numbering of the houses has to be done continuously and systematically street by street in urban areas. In rural areas, different techniques apply: numbering row by row if the houses are geometrically aligned; in a snail shape format if they are not. Small hamlet and temporary agricultural camps could be added to the EAs if they were also at the census. In these cases, they will have to be updated as well. A small listing form will be distributed to the interviewers to report all the information concerning each EA: the list of houses and their number, the list of household in each houses, also with an allocated number and the name of the household head. Specific instructions are given in the supervisor manual for the rules applying to identifying and numbering the households.

Selection – Once the household lists completed, the supervisor will draw a sample of 20 households in rural areas and 25 in urban areas. The same number of households will be drawn each time according to the type of area. The survey management is

responsible for defining the area type (urban and rural) and will also confide to the supervisor the instructions for drawing the sample. NSO has prepared tables to this effect that the supervisor will scrupulously follow.

Replacement – Most samples for Welfare Monitoring Surveys have included features to replace households in the sample and maintain the cluster size as closely as possible to the fixed size. It is not necessary in the case of the CWIK since the listing operation will take place a day or two before the interviews.

ANNEX 1

| CWIQ TRAINER DAILY TRAINING PROGRAM | | | | | | | | | | | |
|-------------------------------------|---------------------------------------|--|---------------------------------|-----------------|---|--|-----------------|--------------------------------------|---------------------------------|--|----------------------------|
| Time schedule | 9.00-10.00 | | 10.00- 11.00 | 11.00- 11.30 | 11.30- 12.30 | 12.30- 13.30 | 13.30- 14.30 | 14.30- 15.30 | 15.30- 16.30 | 16.30- 17.30 | 17.30- 18.00 |
| DAY 1 | Opening Remarks | | CWIQ General Overview | Tea Break | Interviewin g Techniques , Role of field staff General Definitions & <i>concepts</i> | Questionna ire Section A Shading & Printing | Lunch Break | Questionna ire Section B | Questionnn aire Section C | Questionna ire Sections D & F | Review of Day’s work |
| Time schedule | 8.45-9.00 | 9.00-10.00 | 10.00- 11.00 | 11.00- 11.30 | 11.30- 12.30 | 12.30- 13.30 | 13.30- 14.30 | 14.30- 15.30 | 15.30- 16.30 | 16.30- 17.30 | 17.30- 18.00 |
| DAY 2 | Overview of previous day’s work | Questionnai re Section E | Questionnn aire Section G | Tea Break | Questionna ire Section I | Questionna ire Section J | Lunch Break | MEASURING PRACTICE | | Demo Scanning Questionnn aire | Review of Day’s work |
| DAY 3 | Overview of previous day’s work | Exercise Full one & one interviews or | | Tea Break | General Overview Discussion | Scanning & Editing questionnai res one & one | Lunch Break | FIELD PRACTICE | | | Review of Day’s work |
| DAY 4 | Overview of previous day’s work | EXAM | Exam Correction | Tea Break | Editing & validation | Supervisio n Traning: manual | Lunch Break | Supervision Questionnaire editing | | Selection of field staff | Review of Day’s work |

| ANNEX 2: CWIQ INTERVIEWER DAILY TRAINING PROGRAM | | | | | | | | | | | |
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| Time schedule | 9.00-10.00 | | 10.00-11.00 | 11.00-11.30 | 11.30-12.30 | 12.30-13.30 | 13.30-14.30 | 14.30-15.30 | 15.30-16.30 | 16.30-17.30 | 17.30-18.00 |
| DAY 1 | Opening Remarks | | CWIQ General Overview | Tea Break | Interviewing Techniques, Role of field staff General Definitions & concepts | Questionnaire Section A Shading & Printing | Lunch Break | Questionnaire Section B | Questionnaire Section C | Questionnaire Section D | Review of Day's work |
| Time schedule | 8.45-9.00 | 9.00-10.00 | 10.00-11.00 | 11.00-11.30 | 11.30-12.30 | 12.30-13.30 | 13.30-14.30 | 14.30-15.30 | 15.30-16.30 | 16.30-17.30 | 17.30-18.00 |
| DAY 2 | Overview of previous day's work | Questionnaire Section E | Questionnaire Section F | Tea Break | Questionnaire Section G | Questionnaire Section I | Lunch Break | MEASURING PRACTICE | | Questionnaire Section J | Review of Day's work |
| DAY 3 | Overview of previous day's work | Demonstration Scanning Questionnaires | Exercise: Group Mock Interviews | Tea Break | General Overview Discussion QUIZ | | Lunch Break | FIELD PRACTICE | | | Review of Day's work |
| DAY 4 | Overview of previous day's work | Verification of questionnaires Processing of Field Practice questionnaires | | Tea Break | Editing errors and Validation | | Lunch Break | Exercise Mock Interview in local languages | EXAM | | Test Correction Trainers |
| DAY 5 | Overview of previous day's work | Supervisor Training Manual | | Tea Break | Supervisor Questionnaire Editing | | Lunch Break | Practice Exercises Supervisor: editing Q | | Trainers Selection of field staff Distribution of Field materials | Supervision & Monitoring Program |

ANNEX 3. Training Program for CWIQ

| Day | Program | Material/Resources |
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| Day 1 Opening Introduction Survey Overview | <p><i>Morning</i></p> <p>Opening Ceremony</p> <p>Introduction</p> <ul style="list-style-type: none"> - introduction to training team - presentation of training program - rules for attendance and selection <p>General Introduction to CWIQ Overview of Survey characteristics: objectives, sampling, organization (organization chart, teams, field work organization), timetable, supervisors' responsibilities, interviewers and data processing clerks.</p> <p>Administration & contracting details: salary rates, timing of salary payment, health insurance, NSO & survey regulations.</p> <p><i>Lunch break</i></p> <p><i>Afternoon</i></p> <p>Overview of CWIQ, brief description of preparation process, testing questionnaire, data processing, analysis</p> <p>Introduction to questionnaire and manual</p> <p>Description of the sample Locating selected households</p> <p>Overview of questionnaire section by section</p> <p>Power Point presentation of the CWIQ</p> | <p>Director of Statistics &/or Minister of Planning/Economy/Social Affairs or his/her Deputy Minister or General Secretary of Ministry</p> <p>Survey Director Distribution of questionnaires & manuals Training Time tables One sheet with rules of attendance and selection</p> <p>Survey Director and Trainers Manual Chapter 1: Generalities</p> <p>Enumerators contract</p> <p>Pre-Test Questionnaire Examples of analysis tables, Pre-test Results</p> <p>Questionnaire and Manual</p> <p>One table showing distribution of samples over the national territory Sample table showing list of households in a cluster or an EA</p> <p>Power Point File</p> |
| Day 2 Interviewing techniques | <p><i>Morning</i></p> <p>Interviewing Techniques: Presentation of interviewer and field</p> | <p>Chapter 2 Interviewer ID card Letter of introduction to local</p> |

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| <p>and questionnaire procedure</p> | <p>procedures, introduction to the household, documents and materials, duties of interviewer</p> <p><i>First Demo:</i> 2 trainers simulating an interview Comments on Demo</p> <p>Introduction to techniques for interview process, reluctant respondents, closing interview, etc.</p> <p><i>Coffee break</i></p> <p>Recording answers in the questionnaire, filling bubbles, writing numbers.</p> <p><i>First Exercise:</i> Hand printing and shading exercise: Copy numbers to be written and punched in page one. Process this exercise to demonstrate efficiency of system and show mistakes</p> <p><i>Lunch break</i></p> <p><i>Afternoon</i></p> <p>Results of first exercise</p> <p>Detailed Presentation of the CWIQ</p> <p>Explanation of section B: Household Roster</p> <p>Explanation of the questionnaire format and structure (skips, filters, instructions for the interviewer, definitions of household & household members, importance of reporting correctly the reference number on top of each page, estimating age and use of calendar)</p> <p>Short reading exercise for as many interviewers as possible</p> | <p>authorities</p> <p>Chapter 3 One sheet of questionnaire page one.</p> <p>Section A Prepared set of numbers for the exercise</p> <p>Section B</p> <p>Chapter on Specific Instructions, Annex on Definitions & Concepts</p> |
| <p>Day 3</p> | <p><i>Morning</i></p> <p><i>Exercise 2:</i> simulations of interviews Two candidates playing as interviewer and respondent, the rest filling out section B Discussed results of exercise 2, shifting sheets between candidates.</p> | <p>One sheet, section B for exercise 2 .</p> |

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| | <p>Explanation of section C on Education Short reading sessions of manual section C</p> <p><i>Coffee Break</i></p> <p>Results of Exercise 2</p> <p>Second Demo: Mock interview section B & C Exercise 3: class to fill out sections B & C during demo exercise – in room data processing demonstration and comments on results: evaluating if quality of work improves</p> <p><i>Lunch Break</i></p> <p><i>Afternoon</i></p> <p>Explanation of Section D on Health Short reading sessions of instructions for section D in the manual (definition: 2-week reference period, ill conditions, reference group for fertility section, etc)</p> <p><i>Coffee Break</i></p> <p>Explanation of section E on Employment Definition: 7-day reference period, main occupation, secondary occupation) Short session reading of instruction in the manual</p> | <p>Section C</p> <p>One sheet Section B & C for exercise 3</p> <p>Section D</p> <p>Section E</p> |
| Day 4 | <p>Exercise 4: One-day field work</p> <p>Separate teams in two groups: one for urban areas, one for rural areas Select EA that are not included in the CWIQ sample, one in the capital city, one in the surrounding rural areas Distribute candidates un small team headed by a supervisor and regrouped in three sub-groups under the supervision of one Trainer. Each candidates to apply to two households at least, section A,B & C of the questionnaire. Each candidate will be notes by the supervisor and the Trainer for :</p> <ul style="list-style-type: none"> - presentation - introduction to the household - interview technique - logic of questionnaire - filling the bubbles and writing | <p>Transportation Logistics: bus fare or a sufficient number of cars Questionnaire: section A, B & C List of households in the EAs</p> |

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| <p>Day 5</p> | <p><i>Morning</i></p> <p>First Test: exercise consists in filling section B & E based on a set information given in a reading format for a group of household members. Will provide testing of skipping relevant questions, mentioning missing information and filling correctly the form. The test will be short and includes a small number of household members.</p> <p><i>Coffee Break</i></p> <p>Explanation of Section F & G: Households Assets and Housing characteristics Short reading sessions of instructions</p> <p><i>Lunch Break</i></p> <p><i>Afternoon</i></p> <p>Explanation of section H: Poverty Indicators Objective of these measures Examples of results from other surveys Importance of this information Short reading sessions of manual instructions</p> <p><i>Coffee break</i></p> <p>Exercise 5: filling section F, G and H for a set of information (last bubbling and filling exercise) Processing exercise and comments of results</p> | <p>Test forms: section B & E</p> <p>Section F & G</p> <p>Section H</p> <p>WB tables of CWIQ results (Power Point file)</p> <p>Sheets of Pages 6 and 7 Set of data to fill in the sheets</p> |
| <p>Day 6</p> | <p><i>Morning</i></p> <p>Explanation of Section I: Children under 5 years old and under two years old Objective, referring children group, reporting from section B Short reading sessions of manual instructions</p> <p><i>Coffee Break</i></p> <p>Techniques for taking children measurements Using the measurement board</p> <p><i>Lunch Break</i></p> <p><i>Afternoon</i></p> | <p>Section I</p> |

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| | <p><i>Exercise 6:</i> mock interviews in the classroom for section I with candidates with children in this age group – including taking measurements for children this age. (possibility to request some candidates to bring small one or two children in the classroom or make arrangement with one NSO staff to bring one or two children)</p> | <p>Chapter 4 Measuring boards Scales</p> |
| Day 7 | <p><i>Morning</i></p> <p>Exercise 7: Anthropometrical measurement practice Organize a whole day in one or two kindergartens or PMI care facility for measuring and weighting children under five and filling form J Organization in team under a headed by a supervisor and lead by a trainer Mark will consist In evaluating: -handling of children -techniques for weighting and measuring children -filling form J for each child measured</p> <p><i>Afternoon</i></p> <p>Comments and correction of the morning exercise. Revision of instructions. It is of primary importance that the interviewers come out of this training knowing very well how to proceed with these measurements</p> | <p>Transportation logistics</p> <p>Arrangements with the facilities</p> <p>Measuring boards and scales</p> |
| Day 8 | <p><i>Morning & Afternoon</i></p> <p>All day Field Practice Team which where assigned to urban areas for the previous exercise will go to rural areas this time. Same organization. However, this time the whole questionnaire will be filled out. Each interviewer will carry out two full interviews. During at least one of the two the trainer will supervise the interviewer. Mark will cover: -presentation -proceeding of interview -filling questionnaire bubbles and writing -timing -handing of respondents</p> | <p>Sets of whole questionnaires (2 by candidates) Samples of two new EAs Household lists, maps, supervisors assignment sheets and enumerators assignment sheets</p> |

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| Day 9 | <p><i>Morning</i></p> <p>Discussion of the field practice Candidates invited to ask all questions raised by the exercise and their experience Revision of relevant section and definitions based on the discussion</p> <p><i>Afternoon</i></p> <p>Results of the field exercise</p> | Forms filled during field practice |
| Day 10 | <p><i>Morning</i></p> <p>Revision of main issues raised by the latest exercise Revision of field work organization Interviews assignments, reporting to supervisor Importance of field verification and controls</p> <p><i>Afternoon</i></p> <p>Editing of questionnaire using questionnaires filled during previous field exercise. Revision of editing rules and spot checking Candidates will be given questionnaire filled by their peers and practice a verification and editing exercise Analysis of Field check tables</p> | <p>Chapter 2</p> <p>Prepare a set of field check tables based on the field practice exercise for each team.</p> |
| Day 11 | <p><i>Morning</i></p> <p>Revision of any persistent problems Discussion of tests results Information of Final selection Logistics of main survey results and Departure dates and location Composition of survey teams</p> | <p>List of selected interviewers Time table for teams departure</p> <p>List of teams</p> |
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| Day 1 | <p>Training of Supervisors</p> <p>Training of supervisors should at least be four days preferably before Enumerators training but they should participate to the complete training session of the enumerators. If trained before the enumerators they will play their role as supervisors during the field exercises</p> | . |

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| | <p>Morning</p> <p>Introduction to the Survey method and organization and, to the questionnaire</p> <ul style="list-style-type: none"> - Description of CWIQ (PP presentation) - Organization of Fieldwork - Review of Survey Definitions & Concepts - Review of the questionnaire sections A-C <p>Afternoon</p> <ul style="list-style-type: none"> - Review of the questionnaire sections D-F - Review of Questionnaire sections G-I | <p>Questionnaire Enumerator Manual</p> |
| Day 2 | <p>Morning</p> <p>Introduction to the role & function of a supervisor (if new candidates) Technical tasks of the supervisor: preparing fieldwork</p> <ul style="list-style-type: none"> - sample implementation (drawing households for interview) - Map reading & Locating households from address lists - Preparing for field work - Organizing fieldwork <p>Afternoon</p> <p>Technical tasks (continued): quality control</p> <ul style="list-style-type: none"> - Supervising fieldwork - Filling control sheets <p>Monitoring interviews</p> | <p>Supervisor Manual</p> <p>EAs household lists</p> <p>Household selection lists</p> <p>Interviewer allocation sheets</p> <p>Control sheets</p> |
| Day 3 | <p>Morning</p> <p>Technical tasks (continued): quality control</p> <ul style="list-style-type: none"> - Editing questionnaires - Action & sanction for poor quality work <p>Afternoon</p> <p>Administrative tasks</p> <ul style="list-style-type: none"> - Team leadership - Filling fieldwork progress reports sheets - Communicating with HQ - Rules for using and maintaining equipment | <p>List of editing checks Control Check tables</p> <p>Progress report sheets</p> |
| Day 4 | <p>Morning</p> | |

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| | <p>Exercise: Editing a set of purposely erroneous questionnaires</p> <p>Afternoon</p> <p>Exercise: Listing</p> <p>Test : Listing, filling control sheet, Editing a section of questionnaire</p> | <p>Set of questionnaires from pilot survey or another Country or a special preparation</p> <p>Description of a few cases Listing forms</p> |
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